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ABSTRACT

The January 1970 workshop sponsored by the Council on Library Technology (COLT) discussed job descriptions and salaries for library technical assistants (LTA). The goal was to gather sufficient information on these topics to present to the full COLT membership so that an official statement could be drawn up. After talks on job description and salaries, LTA's in the New York Public Library and The Changing Role of the College Library, group discussions were held. Summaries of the discussions on formally trained LTA's, the LTA's position within the library personnel structure, and job descriptions and salaries are included in this report. It was recommended that the workshop elect a committee to study the group reports and from these synthesize an acceptable job description and statement of salary. (SG)

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# JOB DESCRIPTION AND SALARIES FOR LIBRARY TECHNICIANS

A Summary of Proceedings of the First Regional Workshop

Eastern Division

Council on Library Technology

January 16-17, 1970 - Bethlehem, Pennsylvania

Dorothy T. Johnson, Editor

Council on Library
Technology, 1970

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From the beginning the Council on Library Technology, has included in its concept of service, a plan for annual regional workshops. Each workshop is planned to investigate an area of special interest to the majority of its members. The first of these, workshops, organized by John Nicholson, took place in Baltimore, Maryland in October of 1967. Mr. Nicholson was then Director of the Library Technology Program at the Catonsville Community College, Catonsville, Maryland. That workshop was important because it was there that first steps were taken to outline a core program for the training of library technicians. Those in attendance will recall the afternoon sessions of intensive study devoted to th's task. The results of these meetings may be read elsewhere in COLT literature.*

1968 and 1969 were organizational years for COLT in which committees were activated, regional boundaries defined, the constitution rewritten, a newsletter developed, membership enlarged and two annual conferences organized and executed. There was little time to plan for workshops. In January of 1970, however, the first workshop for the Eastern Region was held in Bethlehem, Pennsylvania at the Bethlehem Hotel. The host of this conference was the Northhampton County Area Community College. The vital matters of concern here were job descriptions and salaries for the library technical assistant. The Council has, from its inception been aware of the lack of a definite statement embracing the principles upon which the training of the technician in 2 year colleges is based. Th's lack has hindered the Council in its plan to develop an official statement concerning job descriptions and an acceptable

* Progress and Prospect. Second Annual Conference of The Council on Library Technology, University of Toledo Community, Technical College, Toledo, Ohio

rate of remuneration for the jobs to be done. It was the purpose of the Bethlehem Workshop to iniatiate dialogue in these areas and to develop sufficient materials that later could be presented to the full membership for action. The workshop was planned with the full realization that each institution in the final analysis would have to describe in detail the jobs to be done by its technicians and how much it would be willing to pay. Nevertheless The Council felt a need to describe in detail the product of the 2 year community college program and to define as best it could the areas in which the LTA, as a result of training, could reasonably be expected to function effectively.

Having accomplished this, the next step would be to decide upon a fair price for the education and skills of the LTA. This latter consideration had to be based upon existing schedules of pay for library jobs on as broad a scale as possible.

Early in the summer of 1969 a plea went out to members of the Council for examples of such schedules, and answers came in from several states and Canada, supplying a great variety of materials that were to be the vital sources of information upon which our discussions and final decisions were to be based. The Council felt activity in these areas would further serve to clarify some of the misunderstanding and ambiguities that exist on this level of library training.

Those in attendance at the workshop worked for long hours with animated spirit and good will. A great deal of vital discussion went on as can be descerned

by the reports that follow, and it is hoped that the materials developed will be of help to those interested in any aspect of the training and the utilization of the LTA.

Acknowledgements must be made to the following persons: Dr. Alfredo de los Santos, Dean of Instruction at Northhampton Area Community College, who made all of the arrangements for the conference in every minor detail and who took so many extra precautions to make our stay in Bethlehem a pleasant one, deserves the praise of us all. It was Dr. de los Santos who recommended Mr. Stinner's service as the keynote speaker. The chairmen of discussion groups, Mrs. Mildred Borkowski, Miss Virginia Sperl and Mr. Emil Greenberg spent countless hours in the preparation of materials that were used at the meetings. Mr. Greenberg is to be especially thanked for his diligence in procuring speakers for the occassion, in the persons of Messrs. Rosenberg and Forman. Mrs. Virgina Peters, Mrs. Barbara Riley and Mr. J. L. Gotlobe did an extraordinary amount of work to produce the records of the conference as is evidenced by their reports. Mrs. Dawn McCaghey, Assistant Reference Librarian at Cuyahoga Community College prepared the bibliography. To all of these the Council is grateful. Without such dedication these proceedings would not have been possible. Mr. O. Herbert McKenney has always performed in a superior manner for the council and th's time was no exception. His evaluation and summary of the workshop activities are a vital part of this report.

All errors of organization, judgement & omission are mine, and for those I beg your kind indulgence.

The Editor
May 1970

PROGRAM

| | | |
|---|---|---|
| FRIDAY, JANUARY 16 | | 2:00 p.m. - 6:00 p. |
| 8:30 a.m. - 9:00 a.m. | Registration - Mezzanine | Ballroom-North |
| 9:00 a.m. - 12:00 | Opening Session - Main Ballroom | |
| Presiding | Dr. Alfredo G. de los Santos<br>Dean of Instruction<br>Northampton County Area Community College<br>Bethlehem, Pennsylvania | |
| Welcome | Dr. Richard C. Richardson<br>President,<br>Northampton County Area Community College | Ballroom-South |
| Speaker | Bernard C. Stinner<br>Personnel Director<br>Call-Chronical Newspapers, Inc.<br>Allentown, Pennsylvania | |
| 12:00 Noon | Luncheon - Candlelight Room | Lehigh Valley Suite-East |
| Presiding | Mr. J. Peter Johnson, Librarian<br>New York State Agricultural and Technical College<br>Farmingdale, New York | |
| Speaker | Mr. Joseph A. Rosenthal, Chief<br>Preparation Services<br>The New York Public Library<br>New York, New York | |

2:00 p.m. - 6:00 p.m. GROUP SESSIONS

Group Leaders:

Ballroom-North

Group I
Mildred Borkowski
Macomb County Community College
Mt. Clemens, Michigan

Recorder:
Mrs. H. Virginia Peters
Sinclair Community College
Dayton, Ohio

Ballroom-South

Group II
Miss Virginia Sperl
Dowling College
Oakdale, New York

Recorder:
Mr. J.L. Gotlobe
Community College of Philadelphia
Philadelphia, Pennsylvania

Lehigh Valley Suite-East

Group III
Prof. Emil Greenberg
Borough of Manhattan Community College
New York, New York

Recorder:
Mrs. Barbara Riley
Union County Technical Institute
Scotch Plains, New Jersey

| | | |
|---|---|---|
| 6:00 p.m. - 8:00 p.m. | Dinner - Candlelight Room | |
| Presiding | Prof. Emil Greenberg | |
| Speaker | Dr. Sidney Forman, Chief Librarian<br>Teachers College, Columbia<br>University<br>New York, New York | |
| 8:00 p.m. - 10:00 | GROUP SESSIONS | |

SATURDAY, JANUARY 17

| | |
|---|---|
| 9:00 a.m. - 12:00 Noon | |
| Presiding | |
| Evaluation and<br>Summary | |

SATURDAY, JANUARY 17

| | |
|---|---|
| 9:00 a.m. - 12:00 Noon | Closing Session Main Ballroom |
| Presiding | Mrs. Dorothy T. Johnson<br>Regional Director COLT |
| Evaluation and Summary | Mr. O. Herbert McKenney,<br>Librarian<br>Cape Cod Community College<br>Hyannis, Massachusetts |

Session 1



Introduction

You have a challenging task before you - but not an insurmountable one. I am confident that when you have concluded your workshop today you will have arrived at a very complete description of the Library Technician in terms of his duties, responsibilities and relationship within the organization. In addition - and because of your fine effort in describing the job - you will be in a position to assign a fair monetary value to the job.

I would like to begin my talk with an introduction to Compensation & Benefits, and proceed on through job descriptions, methods of evaluation, salary structure and merit increases. I hope that in some way I will be able to generate some discussions about existing conceptions regarding job descriptions and salary administration.

There can be no doubt that Compensation and Benefits are primary factors which attract quality individuals seeking employment, holding present employes and serve as a basis for individuals working towards more responsibilities and promotions.

It has been said that everyone is an expert on salary administration and job evaluations. Everyone - from the janitor to the president - is directly concerned with his individual salary and is usually quite confident in his belief that he is worth more than he is getting paid. This alone qualifies him to be an expert.

ND SALARIES

CAL ASSISTANTS

STINNER

Salaries represent in most cases the single highest expense element in the organization. As such, it is watched and scrutinized by various levels within the organizational structure as a "cost element" that is always too high and should be reduced, either by employing less people or by holding the lines on merit or general increases.

Historically, job evaluations and descriptions have been part of the personnel relations function since 1881. Since that time, greater recognition & respect have been given to the principle of a proper balance between remuneration and labor. To fail to do so could result in such shortcomings as strikes, featherbedding and poor morale. We shall see later how various plans of evaluation have developed during the past eighty years to overcome any in-balance between pay and work in an effort to maintain equilibruim between the entrepreneur and labor.

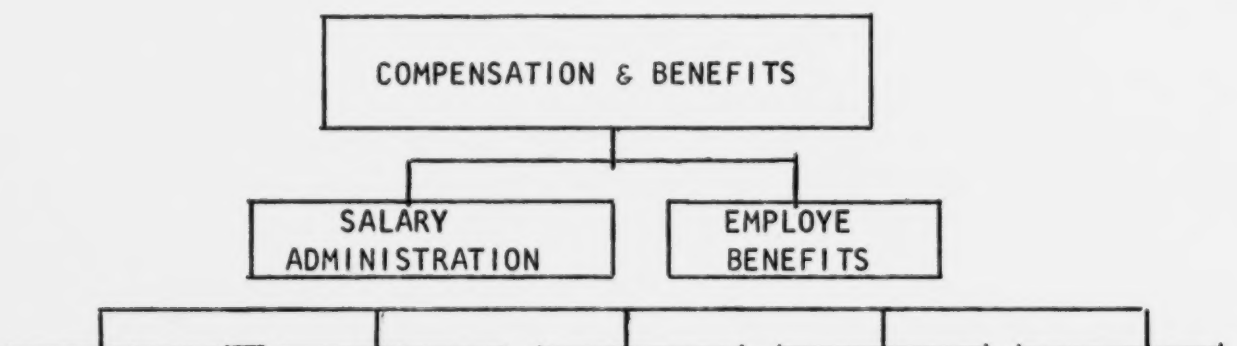
I don't think it is important enough to trace the historical development of job evaluation programs. We are evidently in agreement that such programs are important or we wouldn't take the time to be here now. So let's proceed on to a closer look at this function called job description and job evaluation.

COMPENSATION

Since job evaluation eventually determines the

amount to be paid for the job perhaps a review of the term Compensation might be a good place to start our discussion before we get into specifics.

By compensation I am referring to the "total package" including base salary, incentives, employe benefits and deferred compensation. We might expect to see the organizational structure look something like this:




Though we are not going to discuss employe benefits as part of our problem, I do think it is worth mentioning that these so-called fringes are now amounting to 20% to 30% of total payroll costs. They must be recognized when evaluating any job or pay structure in terms of total costs.

Generally these might be five functions under the broad category of Salary Administration - job descriptions, job evaluation, basic salary structure, merit increases and incentive or bonus plans. For our purpose we can combine job descriptions and classification into one function. Basic salary structure and merit increases can be consolidated into another single function. I think we can disregard incentives. Now if we combine the two remaining responsibilities we have a function which we shall call Salary Administration.

The importance of salary administration can be seen by

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JOB DESCRIPTION AND EV

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the fact that this function determines the salary range which will establish the minimum amount, as well as the maximum amount, to be paid for the job. The maximum, in effect, sets a goal for the individual to work toward and attain in a few years, assuming, of course, that the individual progresses in knowledge and skills along the way.

## JOB DESCRIPTION AND EVALUATION

The first phase of salary administration is the job description and evaluation process.

A complete written outline of the job is the primary requisite to analyzing and evaluating any job. The basis or form that we should use in developing our description depends for the most part on our organizational structure. Generally there will be a form already in use, or a pattern to be followed determined either by past practices or by existing policies.

Since job descriptions become the key item in evaluating and pricing the job, I would like to emphasize several points that I think should be seriously considered and kept in mind when you are writing the description for a Library Technician.

a. Mere listing of duties, responsibilities and relationships is not enough.

b. The description must be concise yet fully explain the job content.

c. Recognition should be given to the task itself so that some purpose is defined, some goal or objective set for the individual.

d. If possible, depart from the traditional concept of a passive description of duties and try to include more action responsibilities - make it <u>mission oriented</u>.

Some relevant questions that should be asked when writing this job description might include -

a. What needs to be accomplished?

b. Why must it be accomplished?

c. What steps must be taken to accomplish it?

d. How to measure accomplishment - What criteria will be used?

In short, we must ask ourselves what results do we expect to attain from this job?

Now that we have raised some questions to be considered when writing the job description, let's find out why we might want to even consider writing the description in the first place. Some very good reasons might include.... to define the purpose of the job, to establish a sound basis for paying the job, and to define what is to be done by departments or sections within the department.

Let's assume that we have now completed the writing of the job description based on all these questions and factors. Now what? Well, one of the reasons for writing the description was to evaluate the job in terms of money. This is the same money that hires other library technicians at other locations; the same money that is used to pay all other salaries in your organization, ranging from the president down to the office boy; and the same money that hires other comparably rated jobs in your area.

The job evaluation may, I like the job description, be based on an already established formula which has been in use for a period of time. If the description phase has been completed properly, process will take care of its to these two steps as being d however, it is quite possible bined into one, and, in fact ed and priced by one person i I really don't think that eit be more feasible than the oth organization would determine job writing from the evaluati our purposes I believe it bes entire process as one procedu

The number of job evaluation available are numerous. You However, most plans generally four types. All four of thes many years by a great number

<u>Ranking method</u> - Merely rank lowest jobs and fit all other between based on the responsi of each position. The succes depends entirely on the abili <u>team</u> to recognize differences among all jobs. The final pr a line-up of positions determ judgement depicting the relat positions within the organiza

<u>Grading method</u> - This is anot evaluation and is based on de grades or classifications int will be slotted. This method refined than ranking and is ba that each job consists of defi responsibilities which can be Govermental agencies use this extensively.

<u>Factor comparison</u> - This is a evaluation which may be used.

has been completed properly, the evaluation process will take care of itself. I'm referring to these two steps as being distinct and separate, however, it is quite possible that they are combined into one, and, in fact, be written, evaluated and priced by one person in one continuous action. I really don't think that either situation would be more feasible than the other. Size of the organization would determine a separation of the job writing from the evaluation and pricing. For our purposes I believe it best to consider the entire process as one procedure.

The number of job evaluation plans that are available are numerous. You can take your pick. However, most plans generally fall into one of four types. All four of these have been in use for many years by a great number of varied companies.

Ranking method - Merely rank your highest and lowest jobs and fit all other jobs somewhere in between based on the responsibility and difficulty of each position. The success of this plan depends entirely on the ability of the evaluating team to recognize differences or similiarities among all jobs. The final product then becomes a line-up of positions determined by human judgement depicting the relative value of positions within the organization.

Grading method - This is another approach to job evaluation and is based on defining a number of grades or classifications into which each job will be slotted. This method is slightly more refined than ranking and is based on the assumption that each job consists of definable duties and responsibilities which can be graded and classified. Govermental agencies use this method quite extensively.

Factor comparison - This is a third method of evaluation which may be used. This method

usually includes such factors as mental requirements, skills, physical requirements, accountability or responsibility, and possibly working conditions. Each of these factors would be weighted in order to determine relative degrees of importance and responsibility. This is a more complex system, obviously, than the two previously discussed.

Point system - This is a newer and more sophisticated approach whereby certain factors required for the job are assigned a point value. This system is based on an analysis of a single job independent of all other jobs. The primary elements making up this system are categorized as know-how, problem solving ability and accountability (usually in money). Individual jobs are measured in terms of the degree required for each of these three elements. The total number of points arrived at decides the dollar value placed on the job.

We have now briefly reviewed four traditional methods of job evaluation. Any one method is quite satif-factory. Or, do as so many other do, revise one of the four popular methods to your specific situation. The method used is not the most important thing to consider. Rather, it is how the method is used - and the how goes directly to the job description itself. In this connection I would like to repeat a point I made a few minutes ago. Don't be bound by the stereotyped traditional approach of merely listing duties and responsibilities. Rather, make the job description mission oriented, that is, designed toward the attainment of some organizational or derpatmental objective.

If you keep this in mind along with the questions I raised earlier, I'm sure you will be more confident of the job description you finally arrive at today. After you have your description and evaluation finalized, your attention and effort must move on to the money area - determining the salary range covering this particular job based on your evaluation.

SALARY STRUCTURE & MERIT I

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accurate job descriptions
of evaluation, let's turn
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## SALARY STRUCTURE & MERIT INCREASES

Now that we have established the importance of accurate job descriptions and a sound program of evaluation, let's turn our attention to the second phase of salary administration - the price to be paid for the job.

Our basic wage scale, like our job evaluation method, will be determined to a great extent by the program already in effect in our organization. However, if there is no formal plan already in existence or if the plan is very loosely administered, we may have a little more flexibility in establishing the salary range which we want to relate to the specific job.

First we wrote a job description. Next we assigned a value to that job based on a formula already in use or on some newly developed method. Our third step - and where we now find ourselves - is to assign a dollar value to the job based on the evaluation formula.

There are many influencing factors determining the salary range of any job. Relationships with comparable jobs, relationship with superiors and subordinates, competition from other organizations are prime examples of these factors. Whatever the salary range becomes, it is important to keep it flexible and updated.

In a small organization we might have only a few separate categories based on our job evaluation. If we assume that we have fifteen distinct jobs and that each one is at least 10% higher than the other, we might arrive at a monthly salary schedule that looks something like this.

| Class | Minimum | Mid-Point | Maximum |
|---|---|---|---|
| 1 | $300 | $345 | $390 |
| ⋮ | ⋮ | ⋮ | ⋮ |
| 15 | 1130 | 1300 | 1470 |

Each job class from 1 to 15 progresses at the rate of 10%. The range for each job is 30% from the minimum to the maximum. This takes the $300 minimum for job class 1 up to $390 for a fully competent and experienced individual. Job class 15 ranges from $1,130 to a maximum of $1,470 based on the 30% spread.

Now that we are on the subject of money let's explore this more fully. Money is directly tied in with the job, with the man on the job and with the total value of the human resources which make up the organization. Through our job evaluation, the relativities between jobs can be measured and appropriate money ranges for each job can be determined.

Our big question is <u>how much money and for what</u>? To answer this question we can explore the salary administration function as a management tool which has as its philosophy three points: (1) to provide a program of equitable pay for all employes, rationalizing the internal wage structure, (2) to develop administrative controls over salary expenses and (3) to aid in organizational and manpower planning by focusing attention on duties and responsibilities.

To effectively realize these three aims the salary administration function should include -

a. A salary structure that is adequate and understood.
b. Written salary policies.
c. Appraisal methods for evaluation of individual performance.
d. Control over salary budgets in the various organizational units.
e. Surveys and studies to e
   program relative to othe

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Obviously, however, you do n

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c. Adjust the <u>salary struct</u>
   economic changes.
d. Simplicity of <u>design and</u>

Let us never forget that <u>mone</u>
<u>force</u> which gets people to a
and to effectively discharge

<u>SUMMARY</u>

Before we leave our discussio
and pay scales, I would like
another potential opportunity
services of Library Technici
have read and heard refers t
new job category as it relate
private libraries.

There is another kind of libr
<u>library</u> - that is undoubtedly
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libraries. Up until a few ye
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found in large research corpo
years, however, many corporat
expanding their research faci
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addition, many other large an
basic research, are also find
uses for some kind of library
their own organization.

e. Surveys and studies to evaluate the compensation program relative to other programs.

If you have most or all these five elements available, your job would be quite simple. Obviously, however, you do not.

We stated earlier that any salary program should be flexible and current. We can cite four factors necessary to keep salary programs up to date...

a. Keep job descriptions <u>current</u>.
b. Evaluate <u>new jobs</u> and changes in existing jobs.
c. Adjust the <u>salary structure</u> to reflect general economic changes.
d. Simplicity of <u>design and administration</u>.

Let us never forget that <u>money is the motivating force</u> which gets people to assume more responsibilities and to effectively discharge their accountabilities.

<u>SUMMARY</u>

Before we leave our discussion of job evaluations and pay scales, I would like to briefly mention another potential opportunity to utilize the services of Library Technicians. Most of what I have read and heard refers to the impact of this new job category as it relates to public and private libraries.

There is another kind of library - <u>the industrial library</u> - that is undoubtedly growing (or will grow) at a rate faster than the growth of our regular libraries. Up until a few years ago there were very few industrial libraries except as might be found in large research corporations. In recent years, however, many corporations are developing and expanding their research facilities. As a consequence, the need for library facilities is increasing. In addition, many other large and medium firms, not in basic research, are also finding many profitable uses for some kind of library facilities within their own organization.

The qualifications of the people who supervise these libraries will vary, quite naturally, with the kind of physical facilities and the services required. Many companies now have what they refer to as a library, with a librarian or library clerk in charge. It is almost a foregone conclusion that these so-called libraries will be greatly expanded during the next five years. This means the need for trained personnel - perhaps exactly suited to the qualifications of the two year college graduate with a degree in Library Technology.

I have no facts to substantiate these statements but I do feel that industry offers an exciting and challenging opportunity for the candidate represented by our workshop here today. I say challenging because, for the most part, it will represent almost a totally new approach and will be quite different from the normal library. It will probably emphasize <u>one industry</u> along with other general information about competitors, consumers, and government.

To recap some of the points I have already mentioned, your task is to

a. Write a description of the Library Technician based on the <u>purpose of the job.</u>
b. Evaluate the job in terms of money and contribution to the organizational effort.
c. Establish a salary structure that will permit a measurement of the individual's performance.

Ladies and gentlemen, it has been both an opportunity and a pleasure for me to talk with you this morning. Thank you very much, and, best of luck to you in your workshop sessions.

# LIBRARY TECHNICAL ASSISTANTS

# IN THE NEW YORK PUBLIC LIBRARY

BY

JOSEPH A. ROSENTHAL

SESSION II

For those librarians and educators who are interested in those library workers categorized, variously, as "non-professional," "para-professional," or "library technicians," the experience and present utilization of such employees by The New York Public Library may be pertinent. In a way, the concept of library technicians seems almost "old hat" at NYPL. In the Research Libraries we have built many operations around library technicians in a formally classified job system for almost twenty years, and even before that on a less formally organized basis. The formalization occurred in the late 1940's and early 1950's in connection with two management surveys, one of the procurement or acquisition procedures and the other of the processing (including cataloging and post cataloging) operations. As a result the organization, especially of technical processes, underwent a radical change and a large proportion of the positions presently classified as non-professional library assistants or library technicians was established.

At this point a short digression to outline briefly the structure of The New York Public Library might be in order. NYPL is a private, non-profit institution chartered by the State of New York, and operating on a contractual basis with the City of New York. It came into being in 1895 as a result of merger of a network of local libraries throughout the three boroughs of Manhattan, the Bronx, and Richmond together with the union of the Astor and Lenox Libraries and the Tilden Foundation.

The Library is headed by a Di
Director who are responsible
Trustees, but under these po
into two main operational de
quite distinct and in most re
The Branch Libraries comprise
located in the three borough
Brooklyn have their own libra
other main department is The
(with which I am associated)
collections of the central bu
Avenue and 42nd Street, and
resources of The Research Lib
Arts at Lincoln Center and a
West 43rd Street. The total
members is approximately 2500
Libraries alone have over 500

Beginning with the area of he
of non-professionals, that is
(or, as it is called within T
Preparation Services), there
classes of positions: librar
technical assistants, and cle
few positions fall outside th
accounting clerks, and pages.
of Preparation Services of ab
technical assistants number m
there are approximately 50 pr
the remainder mostly clerical

CAL ASSISTANTS

PUBLIC LIBRARY

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ROSENTHAL

n and the Tilden Foundation.

The Library is headed by a Director and Deputy Director who are responsible to our Board of Trustees, but under these positions it is split into two main operational departments which are quite distinct and in most respects quite separate. The Branch Libraries comprise 82 branch units located in the three boroughs served. (Queens and Brooklyn have their own library systems). The other main department is The Research Libraries (with which I am associated) centered in the collections of the central building at Fifth Avenue and 42nd Street, and including the extensive resources of The Research Library of the Performing Arts at Lincoln Center and an annex building on West 43rd Street. The total number of staff members is approximately 2500; The Research Libraries alone have over 500 of these.

ed.

Beginning with the area of heaviest concentration of non-professionals, that is, technical services (or, as it is called within The Research Libraries, Preparation Services), there are three major classes of positions: librarians, library technical assistants, and clerical assistants. A few positions fall outside these groups: secretaries, accounting clerks, and pages. In the total staff of Preparation Services of about 180 positions, technical assistants number more than 100, while there are approximately 50 professionals, with the remainder mostly clerical positions.

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In 1948 the Library adopted a classification scheme which specified three grades of technical assistants; this was revised late in 1968 by means of a library-conducted classification study centering solely on technical assistants in The Research Libraries. The resulting number of grades was four. Mention should also be made of what amounts to a fifth level of technical assistant, called Administrative Associate, the most responsible and highest paid level of positions for non-professionals.

Generally, the library technical assistant class requires some college education. For the beginning level, LTA I, we prefer two years of college background, although this requirement is not rigidly sustained. For instance, one year of college may be acceptable if the applicant is attending school and if it seems likely that he will continue. For the higher grades of technical assistant, two years of college is a minimum requirement, and for LTA IV completion of the under-graduate degree and preferably some graduate work is the prevailing rule.

To give you some idea of how library technical assistants are assigned to specific jobs, the beginning classification level, LTA I, comprises, among others, the jobs of pre-cataloging searchers who are responsible for searching items received against the catalogs of The Research Libraries to determine (1) whether the item in hand is a duplicate or a variant edition of one already in the collections, and (2) what access points--main and added entries--should be given the item in hand, and whether these access points have already been established as authorities in the catalogs. In addition, appropriate and diverse indications are recorded concerning treatment of series. The complexity of these tasks is heightened by the considerations of diverse forms of materials--monographs, book continuations, serials, microforms--and a wide variety of languages encountered (The Research Libraries'

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languages other than Englis
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Library Technical Assistant
classification level consti

percentage of items added to the collections in languages other than English is in the neighborhood of 40 to 50 per cent). In the Searching Section there are some nine LTA I positions, four LTA II's (two of whom handle especially complex material, and two of whom serve as revisers), one LTA III who functions as assistant section head, and the head of the section who is classified as an LTA IV.

The language skills encompassed by the personnel in the Searching Section include virtually all European languages at all times. Depending on need, specific positions are often advertised as requiring one or more particular language abilities, although the ordinary mimimun requirement calls for knowledge of one romance and one Germanic tongue.

Another type of position covered by the classification level of LTA I is that of receiving and certifying (for payment) incoming material to be added to the collections. In many cases this involved matching invoices against an item or items received to determine whether or not a dealer or supplier sent what was requested; in other instances the examination is of items received on blanket or general order, where we have previously specified and defined fields of collection, in order that a specific dealer may send us everything published in his geographical or subject area within the scope of our collections. Here the technical assistant is responsible for passing to his supervisor any items which are definitely not within the scope of the blanket order, or about which he is in doubt; by returning these items to the suppliers we are able to exercise some quality control over the blanket order contracts.

Library Technical Assistants at the beginning classification level constitute the main body of

filers, and are trained to file in the various catalogs (approximately twenty-four significant catalogs are maintained by Preparation Services) within The Research Libraries. The larges of these, the main Public Catalog, now contains over nine million cards; in addition, some of the smaller catalogs such as the two catalogs relating solely to goverment publications and the music catalogs have specific and complex filing arrangements differing markedly from the general filing rules. Once trained, the filers are not revised. Since this work constitutes one of the end products of the technical services, we consider it an extremely important and responsible operation.

At the LTA II level, staff members are often revisers or beginning level supervisors. This level does include the procurement assistants who are responsible for placing orders and requests for items to be acquired for the collections. These employees, usually assigned to a specific language or subject area, decide the mode of acquistion-- purchase, gift, or exchange-- as well as the specific dealer or supplier to whom the request will be sent.

With few exceptions, the higher level technical assistants are ranking assistants or section heads, with concomitant supervisory responsibility. The major category not involving supervision is that of Technical Assistant III in the Cataloging Branch. Although these non-professionals are generally not involved with establishment of authorities--names and subject headings--new to the catalogs, they handle a great deal of the more routine aspects of serial cataloging, as well as monograph cataloging, especially when the latter is accompained by bibliographical data from the Library of Congress. These tasks are preformed even though The Research Libraries differ in fairly substantial aspects from LC practice and the Anglo-American Cataloging Rules in form of entry, and from the LC Subject Headings (these deviations will be

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largely eliminated when The Research Libraries begins a new system of catalogs in the near future).

As of July 1, 1970, the beginning rates of pay for the LTA levels will be: LTA I, $6200; LTA II, $6750; LTA III $7700, and LTA IV, $8900.

Since March, 1969, the Library has operated under provisions of a union contract affecting professional (through the first four classification levels) and non-professional (with the exception of hourly-paid staff members) employees. All staff members are eligible to join the union, whether or not the contract covers them with regard to wages, hours, and conditions of work. Contract negotiations are separate for professional and non-professional positions. Doubtlessly, the existence of the union has had and will in the future have a noticeable effect on salary levels as well as the day-to-day working conditions and situations within the Library, for both professionals and non-professionals. With regard to personnel actions such as promotion, termination, and the like, the existence of a grievance procedure outlined in the contract and involving union representation makes apparent the need of supervisory personnel, including those at the technical assistant levels, to be able coherently and logically to justify decisions. As a matter of practice, all such personnel decisions resulting in service reviews or memoranda are matters of open discussion and review with the staff member concerned. The Library's experience under the union contract has been, in my opinion, materially less difficult than it might have been because the above conditions of open discussion, review with staff members, and a formal grievance procedure were all in effect before the emergence of the union. One specific difference since the contract is the stipulation of compulsory arbitration

as the final level in a grievance case.

In considering the utilization of Library Technical Assistants in operations other than technical services, the Library has moved more or less steadily to increase the number and kinds of positions classified as LTA's. This tendency is closely related to increased definition of professional and non-professional duties in public service work, an effort which perhaps owes some of its force to the difficulty of recruiting qualified professional librarians. In reference work, specifically, we have found that there is a range of questions which technical assistants can be trained to answer with a high degree of competence, even though this may call for more than a nodding acquaintance with a fairly extensive body of reference works. A most important point in training non-professionals for this type of task is the attempt to develop a sense of when to refer a user to another staff member with more background and/or experience. At this time, the effort to utilize non-professional personnel in public service units has progressed to the point that the first exposure for a significant percentage of users to the Library's staff is the contact point of a technical assistant, either in person or over the telephone.

Similar policies, with variations, have been applied in The Branch Libraries which, until very recently, had very few positions in the technical assistant category. About two years ago, with the recurrent shortage of professional staff a serious problem, The Branch Libraries established the position of Information Assistant. This position, presently with a salary of $6650, requires the completion of a college degree and entails public service work at a branch library. In contrast to the analogous positions in the Brooklyn Public Library, no Information Assistant at NYPL is placed in charge of a branch with the possible exception of an emergency situation, usually only for a matter of hours. Initially, approximately twenty positions of this type were budgeted, and as the program developed successfully, [illegible] positions was doubled. Conseque[nt]ly smaller number of public service[s] in The Branch Libraries than did probable corollary is that a mor[e] may well be possible in the fill[ing] vacancies from now on.

At the time these positions were [created] Branch Libraries anticipated tha[t they would be] filled by married women with matu[re] women whose time was relatively [flexible]; this has been the case in part, a[s] appointees have been younger col[lege] who seem to derive considerable [satisfaction] this type of work.

To summarize, I would posit that [the elements of] a good program for library techni[cal assistants] are made of the elements of a goo[d] program for libraries in almost a[ny] There must be sound, intelligent, management. This is increasingl[y] emergence and flowering of union library work, because the existe[nce] activity puts and keeps managemen[t] Other necessary parts of the situ[ation] sound classification for library accompanying equitable and reward Both these elements must be susce[p]tible with changing situations, and mus[t] possibility for staff members to compensation and responsibility. above in mind, there must be a gr[eat] attention to recruitment, selecti[on] training, and job performance of assistants. Clearly, non-profess[ionals] perform a vital function in most great many, they already do. Gra[nted] foregoing remarks pertain to a la[rge] which it is possible to have a fo[rmal] of in-service training, a well-es[tablished]

program developed successfully, the number of positions was doubled. Consequently, a much smaller number of public service vacancies exist in The Branch Libraries than did formerly; the probable corollary is that a more selective basis may well be possible in the filling of professional vacancies from now on.

At the time these positions were established, The Branch Libraries anticipated that they would be filled by married women with mature children--women whose time was relatively free. Although this has been the case in part, about half the appointees have been younger college graduates who seem to derive considerable satisfaction from this type of work.

To summarize, I would posit that the essentials of a good program for library technical assistants are made of the elements of a good management program for libraries in almost any situation. There must be sound, intelligent, and creative management. This is increasingly true with the emergence and flowering of union activities in library work, because the existence of union activity puts and keeps management on its toes. Other necessary parts of the situation are a sound classification for library positions and an accompanying equitable and rewarding pay structure. Both these elements must be susceptible to change with changing situations, and must contain the possibility for staff members to advance in compensation and responsibility. With all the above in mind, there must be a great deal of attention to recruitment, selection, on the job training, and job performance of library technical assistants. Clearly, non-professionals can perform a vital function in most libraries; in a great many, they already do. Granted that the foregoing remarks pertain to a large library in which it is possible to have a formalized program of in-service training, a well-established recruitment

procedure, a defined classification structure, and what may be characterized as a reasonably equitable pay scale, there is nonetheless a viable argument that similar principles and policies can and should apply in smaller and different library situations.

Questions (reconstructed by JR):

(At what level are the non-professionals in the public service divisions?)

They are principally LTA I's and II's. To some extent it depends on the particular division. The people who work at public service desks, doing reference work, are more apt to be classified as LTA II. In addition there a number of positions designated for processing operations other than formalized cataloging, especially in connection with non-book materials in such fields as music and dance. Many of these positions are at the LTA I level.

(Isn't part of the Central Building a circulating library?)

Yes, the Central Circulation Branch of the Branch Libraries, which is a fairly sizeable and extremely busy branch. This unit, as well as the Picture Collection and the Central Children's Collection are housed in the Central Building but belong administratively to The Branch Libraries.

(How does NYPL regard applicants with an educational background which includes library technician training?)

When they apply, we give them special consideration. We are extremely glad to have people with library technical training; they are more apt, for instance, to be able to fill cataloging positions than non-professionals without this training.

(At what level do they begin if they are hired?)

This varies. We would like to
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(What sort of in-service train
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is varies. We would like to begin them at the TA II level, but this isn't always possible. t is more likely to be the case that they are ired at the LTA I level with the expectation of airly rapid promotion, depending, of course, on atisfactory performance. Actually, these re- arks are generalizations based on relatively few ases; we do not get a great many applicants with echnician training.

Are there any special inducements or attractions for the applicant with a library technology background?)

s far as formal job requirements go, if the pplicant has had technical training we treat that rimarily as a plus factor in the selection process; ther things being equal we would certainly give hat applicant first preference. Ths same sort of onsiderations apply with regard to technicians nsofar as working in The Research Libraries s do to professional librarians: The Research ibraries do not conform, in significant respects, o prevailing library practice with regard to rinciples of entry, subject heading, and class- fication (we use neither Dewey nor LC). This eans that a good deal of on-the-job training is equired before people are able to work independently, a situation which applies to both professionals and on-professionals. As a consequence, new employees ay have to unlearn some things they learned as a echnician or in library school.

(What sort of in-service training programs exist at NYPL?)

The in-service training programs at NYPL are extensive, and somewhat complex to describe. There are parallel training systems for The Branch Libraries on the one hand, and The Research Libraries on the other, which come together at the highest level. Both systems have a beginning professional training seminar for all new professional

librarians. These seminars consist of weekly sessions, occupying most of a morning, for a period of six to ten weeks. These meetings constitute a detailed orientation to either the branch or research organization. In The Research Libraries, higher level Library Technical Assistants (usually LTA III's and IV's) may be included in both this beginning professional training seminar and in the intermediate training seminar. Since the intermediate, or second level, training seminar in The Research Libraries is geared toward supervisory and administrative problems, LTA IV's and Administrative Associates, who are almost always working in a supervisory capacity, are considered for inclusion in these groups. The third, or Advanced Training Seminar, is attended by professionals from both The Branch and The Research Libraries, and is usually devoted to considerations of policy.

(Would you recap the requirements for Library Technical Assistants at NYPL?)

Generally speaking, the LTA I positions require two years of college and knowledge of at least one foreign language; LTA II requires the same amount of educational background, with some working experience in a large research library. (Incidentally, all positions beginning with the LTA I level are advertised with the Library; anyone who considers himself qualified to perform the duties required may apply.) LTA III positions require completion of the college degree; LTA IV specifies graduate study, preferably in library school. Our informal policy at this point is to be increasingly strict with regard to the formal education requirements, especially at all positions over the LTA I level.

The formal requirements for Information Assistants in The Branch Libraries read as follows: "College graduation with a strong liberal arts program.

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and work with people of all
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duty assignments."

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Experience in a relevant field requiring association and work with people of all ages is helpful. Adaptability and willingness to pursue varied duty assignments."

(Would you discuss NYPL's salary ranges? For example, is there any overlap between the highest pay for one classification level and the beginning pay for the next level?)

Before the contract with the union went into effect, there was a series of steps within each classification level, with a formal system of merit increases or increments which amounted to annual salary increases, based on satisfactory job performance. The steps of one classification level could overlap with those of another. This changed with the union contract, which runs for two years; as I understand the situation, increments on a yearly basis are still granted, but I believe the expectation is that the salary levels themselves will change with renewal of the union contract. At the present time the yearly increment varies from $575 at the LTA-I level to $950 at the LTA IV level. Furthermore, if a person is promoted, he receives an automatic increase of from $450 to $500, depending on the classification level involved, plus any additional sum necessary to bring his salary rate to the minimum for his new level. In other words, it is impossible to get promoted when one is at the top range of a classification level, and <u>not</u> get a salary increase.

(What fringe benefits exist in the NYPL system?)

In calculating fringe benefits, the Library estimates that they amount to approximately 25% of an employee's actual salary. Employees become part of the New York State employees retirement system; within the very near future the Library is expected to assume all payments

to the retirement system. Under that system there are various options; the main choice is retirement at 65 versus retirement at age 55 or anytime thereafter. It is expected that NYPL will shortly have another option, whereby a person may retire after thirty years service at half his final "average" salary. The Library operates under Social Security; there is a choice of several hospitals plans, including Blue Cross, Blue Shield, and the Health Insurance Plan (HIP) for employees of New York City.

(Are NYPL employees, then, considered part of civil service?)

Strictly speaking, no. To try to simplify a fairly complicated history and present arrangement, employees of New York City used to be under what was called the Career and Salaries Plan, amounting to a civil serivce, but the status of this plan has changed somewhat with the establishment in the past few years of a quasi-independent board for salary and other negotiations between the administrative units of the city and employees or the union organizations representing them.

The Library was never a part of these arrangements formally, because it was not strictly speaking an agency of the city; nevertheless, in many respects the Library adhered to the policies and regulations of the Career and Salary Plan. It still follows in large part the administrative policies for city employees. Since The Branch Libraries are supported chiefly by city funds, negotiations for employees of that department take place between the union the the city's independent contract board mentioned above. Roughly speaking, negotiations for staff of The Research Libraries take place between the union and the Library directly.

To return for a moment to fringe benefits: vacations consist of twenty working days per year for all employees (except hourly-paid positions), with increases after eight and fifteen years of service. After fifteen years, the amount is t
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Joseph A. Rosent
Chief, Preparati
The New York Pub

(Edited version o
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Bethlehem, Penns
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njecture.

Joseph A. Rosenthal
Chief, Preparation Services
The New York Public Library

(Edited version of talk given
before Eastern Regional Workshop
of the Council on Library Technology,
Bethlehem, Pennsylvania, January 16,
1970)

THE CHANGING ROLE OF THE COLLEGE LIBRARY

BY

DR. SIDNEY FORMAN

Session 111

I recognize the fact that no organization which pretends to be contemporary can operate properly without a title which forms an acronym. And the Committee on Library Technicians, the initial letters of which form the word COLT, is no exception. But have any of you thought of refreshing your knowledge of the meaning of the word COLT? I did, and it led me into some interesting byways. I looked into the Merriam Webster unabridged and found under the word COLT:

1. The young of the horse, or of animals of the horse kind as the ass or the zebra; in Scripture, also the young of the camel; sometimes distinctively, the young male, filly being the female.
2 A second definition referred to one resembling a COLT, especially in the characteristics of youth or inexperience.
3. A third definition using the word in its intransitive verb meaning was to "frisk or frolic like a colt, to act licentiously or wantonly."
4. And even a fourth meaning of the transitive verb form of the word, citing a Shakespearian example of ts use was "to horse, - to get with young."

And all this in Bethlehem - even the fillies here are COLTS - by definition. One might well speculate that the object of the deliberations planned here is to exchange experience so that the young of their kind might, by this exchange mature into horses, asses, or camels- you take your choice. There are other possible avenues of speculation - for example we could consider the COLT which opened up the West - but let me not push this figure too far.

I do not propose to offer you comment on your program. I do moment, nor do I wish to commu that I know the solutions to t which you will grapple at this speak with authority about the libraries. I cannot speak wit the work in special libraries appear before you an authority I claim no specialized knowled libraries. I come before you librarian, as a colleague, wi share the problems of that sma ship, academic librarianship, given me an opportunity to cla of familiarity, For this area would like to delineate those them, with the hopes that my e testimony I bear, will have me deliberations, so that I can h

My basic thesis is that the co library is in a state of crisi in its relation to its parent college or university in which

1. The college library came into organizational and administrat established when student bodie It was difficulty in adjusting student bodies.

2. The college library was design residential student bodies in

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not propose to offer you any authoritative
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ork in special libraries. I do not propose to
r before you an authority on school libraries.
im no specialized knowledge about institutional
ries. I come before you simply as a fellow
rian, as a colleague, willing even eager, to
the problems of that small sector of librarian-
academic librarianship, with which time has
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miliarity. For this area of librarianship, I
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llege library was designed to meet the needs of
ential student bodies in a rural society - it has

not yet solved the problems of meeting the needs of large bodies of commuter students in an urban society.

3. The college was designed for an institution which prepared people for a limited range of vocational goals - it has not yet adapted itself to serving institutions concerned with an unlimited range of vocational goals and even of helping people prepare for vocational goals not now known.

4. The college library was designed to meet the needs of a homogeneous student body. It has as yet neither the resources, services, or manpower to serve the heterogeneous student bodies thrust upon it.

5. The college library developed its format in an era of relatively limited human knowledge. It is now attempting to cope with the knowledge explosion.

6. The college and its library was institutionalized in an era in which the book was the major record of human culture and the human voice and the written or printed word were the major instruments of communication. Now the human record is appearing in new forms, and new media of communication are well established. The teaching/learning process, for generations based on the lecture and recitation system organized for groups is in a state of contradiction with individual needs and the mechanization of the apparatus of communication.

My second thesis is that probably the most significant outcome of educational research in the last fifty years is the recognition of the individuality of the student - an appreciation of individual differences. This would have one level of meaning for higher education and as you'll see for libraries as well if we were to continue our nineteenth century system of college education for an elite. It had another meaning in a society which had to make good on its rhetorical p
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ncepts are effecting a change in the college -
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ple, among the innovations on the college
e the individualized programs, honors
tutorials, and colloquia. The honors
are usually for able and superior students -
manifestation of this was at Swarthmore
- although this is essentially a post-
development. They now exist all across
ntry. Tutorials are the programs in which
or acts as an advisor and meets on a one
basis with the student. Colloquia
take place in the form of informal even-
tings in which perhaps a dozen students
th a faculty member. A variant form are
shman seminars which are a reaction to
size, student anonymity, and the
onal curriculum.

tructional strategies also involve programmed
tion in text and other forms including

teaching machines.

Technology is also making its apperance in dial access systems, computer assisted instruction and other forms. One of the most significant technological developments is instructional television. Several institutions are using closed circuit television to bring outstanding lectures to very large numbers of students and then supplementing these lectures with small group discussions. These programs are said to free teachers to devote more time to the individual student. The University of Miami can reach 1,800 students at one time by closed circuit television.

Particular value has been found for television in teacher training institutions and I administer a television studio.

Implications for Librarianship

1. Despite miniaturization of materials and programs of co-operation the library will continue to grow in size - with resultant increases in staff, complexity of organization, specialization of function, and a necessary rationalization of work.

2. User need will become more clearly the <u>reason for being</u> of the academic library. This will call for heightened collegiality between the professional library staff and its users. The level of this staff will have to be raised so that it is more authoritative in its field.

3. The library concerned with the teaching/learning process will have to concern itself with all formats of the human record and all of the media of communication.

4. To the extent that nationa
the lifelong education of
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5. The library will have to d
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6. The library will have to d
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to photocopy, electronic t

7. The library and its staff
research and progressive c

   a) Education which passes
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8. Incidentally, the librari
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Now what does this mean fo
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will increase in numbers,
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different kinds of jobs, n
into being next year, and

4. To the extent that national concern calls for the lifelong education of each individual, more and more of the college resources will come from the taxpayer. The fact that money for all libraries will come out of the same taxpayers pocket will impose on academic libraries the requirement that they operate as parts of systems of libraries.

5. The library will have to develop its functions of distribution and dissemination through image transmission and selective dissemination of information - including systems of remote access such as television and the telephone.

6. The library will have to develop and use improved means of converting formats from books to photocopy, electronic tapes, etc.

7. The library and its staff must become involved in research and progressive change.

   a) Education which passes on the practices of the past is an instrument of conservation. Research holds forth the promise of necessary change and adaption.

8. Incidentally, the librarian can no longer hide behind the hair shirt of poverty. If he fails to with national priorities and demands the resources necessary to fulfill his role in society, he rejects his professional responsibilities and becomes a politician.

Now what does this mean for the non-professional and supporting personnel in libraries? They will increase in numbers, their tasks will be more responsible, they will fill many new and different kinds of jobs, many of which will come into being next year, and the year after, and the

year after that

Your problems then are complex and difficult. Your deliberations and conclusions will contribute to the determination as to whether the library aides trained in the coming years will be prepared to serve the library needs of yesterday or of the decade of the seventies.

Perhaps there is some special meaning in the choice of this community for these deliberations. Are you familiar with the rich history of this region?

The City of Bethlehem which traces its history to 1740 and 1741 as a center of Moravian activity for missionary work among the Indians. May I call your attention to its cultural and educational institutions and particulary to the Moravian museum just a few blocks away. The old story reads that with the arrival of the community's major sponsor, Count Van Zinzendorf, on Christmas eve in 1741 the celebrants sang:

Not Jerusalem
Rather Bethlehem
Gave us that which
Maketh life rich

I feel certain that your deliberations in Bethlehem - they may not make life rich for librarians - I don't think that is what we are looking for - but I feel certain that you can contribute to our direction, our efficiency, and our usefulness.

## SUMMARIES OF GROUP DISCUSSIONS

Group 1 Mildred Borkowski - Leader
Virginia Peters - Recorder

This group concerned itself primarily with one kind of library technician-- the library technical assistant as formally trained in a Library Technical Assistant Program.

The report excludes the following: 1

1. Positions in which typing, stenography, or other clerical work governs the grade level. (These positions will continue clerical classifications).

2. Positions in which the clerical work is primarily of a general office nature (e.g. personnel clerk, accounts maintenance clerk, bookkeeper, file clerk, etc.).

3. Positions which require a full professional knowledge of theories, principles, and techniques of librarianship.

The purpose of this document is to provide guidelines around which job descriptions may be written establishing the relationship of the LTA - at any level of performance - to an organization.

Library technical assistants are a part of supportive staff. 2 Supportive staff includes all library employees who support the work of professionally educated librarians.

Library technical assistants a
specialized training who perfo
more fields of library work.

These persons will require pra
library functions and services
to apply library tools, method
perform the services within th

It is understood that training
library has been and remains a
Completion of a formal program
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job training but may alter the
of on-the-job training require

The position of Library Techni
addition to the knowledge requi
of operation , requires techni
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The library technical assistan
and philosophies of library se
to apply such knowledge to mee
particular library situation.

Assignments would include segm
more of the functional areas o
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media, etc. The performance o
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techniques, methods, and use o

SSIONS

brary technical assistants are persons with some ecialized training who perform duties in one or re fields of library work. 3

ese persons will require practical knowledge of brary functions and services and have the ability apply library tools, methods, and procedures to rform the services within the library.

is understood that training by the employing brary has been and remains an important factor. mpletion of a formal program in a Library Tech- cian Program will not eliminate the need for on-the- b training but may alter the character and amount on-the-job training required. 4

e position of Library Technical Assistant in dition to the knowledge required at lower levels operation , requires technical knowledge in one more of the basic library functions, such as quisitions, cataloging, reference, etc.

e library technical assistant knows the objectives d philosophies of library service and has the ability apply such knowledge to meet the needs of his rticular library situation.

signments would include segments of work in one or re of the functional areas of librarianship, such technical processing, reference, public services, dia, etc. The performance of these duties would quire an understanding of established library chniques, methods, and use of standard library tools.

SOME CHARACTERISTICS OF THE LIBRARY TECHNICAL ASSISTANT ARE AS FOLLOWS:

1. Knowledge in centralized technical areas.
2. Command of the English language.
3. General cultural background somewhat above the high school level.
4 Ability to deal with the public.
5 Command a certain amount of authority.
6. Ability to function under stress.
7. Flexibility
8. Good appearance
9. Sense of loyalty
10. Ability to follow a code of ethics.
11. Orientation toward a felling of service and librarianship.
12. Ability to follow established library techniques.
13. Awareness of the Library Technical Assistant's role.
14. Ability to exercise good judgment.
15. Capable of participating in setting policy as a result of implementation of procedures but does <u>not</u> determine policy.
16. Ability to determine need for referral of difficult problems to immediate supervisor.

LEVEL OF RESPONSIBILITY 5

The technical assistant follows established library techniques and methods, and the use of standard tools and guidelines. He must use initiative in applying and adapting these guidelines to the specific situation at hand. He makes decisions requiring the use of experienced judgment in his assigned area.

The duties of the Library Technical Assistant are related to a variety of library functions, and they may include the performance and/or supervision of the following: 6

1. The mechanical preparation of library material.
2. The physical upkeep of library material.
3. Care of shelves, files and equipment.
4. Circulation work, such as r explaining and discharging
5. Acquisitions works such as (exclusive of selection), c records, searching bibliogr
6. Information services work, directional questions or fa involving use of a limited tools. Locating bibliograp which complex searching is
7. When the public, academic c contains multi-media materi processing, or operates a s system, these positions may and handle appropriately re equipment. Similary, medi schools will have position abilities to use and handl materials and equipment.
8. For further guidance, see Commission Position-Classi for GS 1411, Library Techn

For definition, scope of a contacts, level of respons standards, and examples of Library Technical Assistan publication "Sub-Professio of Library Employees" orig 1966, pp. 8-9.

CONCERNING SALARY AND LEVE

1. A salary should include su which are extended to all within an institution and between the base pay for t and the lowest entrance le
2. Consideration should be gi experience over and above training in establishing a the base rate.
3. It is recommended that the base increment to allow fo

Circulation work, such as registering borrowers; explaining and discharging books, keeping records.
Acquisitions works such as ordering publications (exclusive of selection), checking lists; keeping records, searching bibliographic data.
Information services work, such as answering directional questions or factual questions involving use of a limited group of reference tools. Locating bibliographical information for which complex searching is not required.
When the public, academic or special library contains multi-media materials, uses mechanical processing, or operates a specialized information system, these positions may require ability to use and handle appropriately related materials and equipment. Similary, media centers operating in schools will have positions requiring special abilities to use and handle appropriately related materials and equipment.
For further guidance, see U.S. Civil Service Commission Position-Classification Standards, for GS 1411, Library Technician Series.

For definition, scope of assignments, personal contacts, level of responsibility, qualification standards, and examples of assignments of the Library Technical Assistant see also A.L.A.'s publication "Sub-Professional or Technician Class of Library Employees" originally published in 1966, pp. 8-9.

CONCERNING SALARY AND LEVEL OF ENTRANCE:

A salary should include sufficient fringe benefits which are extended to all other salaried personnel within an institution and should be established between the base pay for the highest clerical level and the lowest entrance level for the professional. Consideration should be given to prior training and experience over and above the library technician training in establishing an entrance level above the base rate.
It is recommended that there exist a merit system or base increment to allow for incentive.

4. For a point of reference to establish salary ranges reference might be made to the Federal Salary Schedule for Library Technicians, GS-1411 Series, e.g.

| | |
|---|---|
| Grade 4 | $5,522 - 7,178 |
| Grade 5 | 6,176 - 8,030 |
| Grade 6 | 6,882 - 8,943 |

The group decided that the hiring institution would define general skills required for a particular position and develop and design its own job descriptions for these guidelines.

REFERENCES:


1. Western Michigan University, "Technical Classification in the University Libraries," 1969. (Based on the U.S. Civil Service Commission's Position Classification Standards, June, 1966), p. 1.

2. LED, "Criteria for Programs to Prepare Library Technical Assistants," 1969, pp. 1-2.

3. Ibid., p. 2.

4. Ibid., p. 1.

5. Western Michigan University, op. cit., p. 18.

6. LED, op. cit., p.4.


Group II Virginia Sperl - Leader
J. L. Gotlobe - Recorder

The position of the Library Technical Assistant (Library Technician) is subject to supervision by a professional librarian and may supervise other non-professional library staff. The Library Technical assistant applies recognized methods and procedures
formance of duties in such areas

1. Technical Services:
   a. Ordering, preparing and maint
   for use.
   b. Simple cataloging and classif

2. Readers' Services:
   a. Organizing, revising and main
   b. Providing guidance to library
   c. Providing information from ba
   d. Preparing bibliographies, cre
   materials, and making displays an
   e. Maintaining and operating aud
   ment.
   f. Assisting the librarian in va
   activities.

The Library Technical Assistant (
shall have completed a two year p
training program which includes c
education and library skills and

The salary scale for positions in
begin below the maximum for the c
not to exceed two steps above the
salary level.

Recorder Gotlobe's Final Statemen

There was no question in this rec
the enthusiasm and dedication of
particular group. All members ma
contributions. There were no bas
defining the role of the Library
his duties. The difficulty devel
them.

I believe we came up with a meani
It did not differ, happily, with
This both impressed and delighted

d methods and procedures in the per-
of duties in such areas as the following:

Services:
ing, preparing and maintaining materials

e cataloging and classification.

Services:
izing, revising and maintaining library files.
ding guidance to library resources.
ding information from basic reference tools.
ring bibliographies, creating audio-visual
, and making displays and exhibits.
aining and operating audio-visual equip-

ting the librarian in various program
e.

ry Technical Assistant (Library Technician)
e completed a two year post-secondary
program which includes courses in general
and library skills and techniques.

y scale for positions in this category may
w the maximum for the clerical level and
eed two steps above the minimum professional
el.

otlobe's Final Statement

no question in this recorder's mind as to
iasm and dedication of purpose of this
group. All members made worthwile
ons. There were no basic differences in
he role of the Library Technician and/or
. The difficulty developed in articulating

we came up with a meaningful definition.
differ, happily, with the other groups.
impressed and delighted me because now I

know that if we don't always have the words to describe the Library Technical Assistant, we do have the same picture.

Possibly the only negative impression that I took away from the Conference was that, while we all agreed on the type of individual we were training, there did appear to be differences on how we trained him. Perhaps this should be the subject for another Regional Conference, with official action being taken at the National Conference. It would be a first step toward standardization, insofar as possible of an accredited and acceptable curriculum.

Group III Emil Greenberg - Leader
Barbara Riley - Recorder

The members of this group ranged from two graduates of an LTA program to teachers, librarians and others with interest in establishing programs at their own institutions.

Professor Greenberg opened discussion with commentary on Mr. Rosenthal's speech. He felt that the fact that Library Technical Assistants as utilized by N.Y.P.L. was of great significance as prior connections with Library Administrators showed little if any recognition of such persons.

Those with programs talked about problems in organization and administration. Salary scales from the various locales were discussed. In one area, graduates were placed in schools as teacher-aides because there was not any such position as LTA billeted. In the main, wage scales depended upon locale.

In trying to formulate a job description, the group used criteria set forth by the morning speaker (Stinner)

A. "What needs to be accompli
The LTA would free the librari
professional duties for profes
the job and to assist in the e
of the library. To strengthen
of librarians as professionals
developed through new recruitm
including the implementation o
2 year post high school educat
equivalent experience.

B. "What steps must be taken
A strengthening of the recogni
as professional people could b
new recruitment and training,
implementation of LTA programs
high school education, or thro
experience.

C. "How to measure accomplish
will be used?"
COLT should set standards for

Description

The Library Technical Assistan
who may be graduated from a pr
Technology, usually establishe
institution such as a junior c
college, with a degree of Assc
of Applied Arts or Science wit
courses in Library Technology,
or experience. He is capable
professional librarians, under
can be expected to have suffic
carry out assigned duties. Th
for example, in instances such
of CS 14-11, the L.C., NSDA an
programs in Texas, Michigan an

Discussion on salaries brough
ments from many areas. Howeve

"What needs to be accomplished and why."
LTA would free the librarian from non-
ssional duties for professional demands of
job and to assist in the efficient operation
he library. To strengthen the recognition
ibrarians as professionals can best be
loped through new recruitment and training
uding the implementation of LTA programs of the
ar post high school education or through
valent experience.

"What steps must be taken to accomplish it?"
rengthening of the recognition of librarians
rofessional people could be developed through
recruitment and training, including the
ementation of LTA programs of two-year post
school education, or through equivalent
rience.

"How to measure accomplishment - what criteria
be used?"
should set standards for the LTA job.

iption

ibrary Technical Assistant is a library worker
ay be graduated from a program in Library
ology, usually established in a two-year
tution such as a junior college or a community
ge, with a degree of Associate Arts, Associate
plied Arts or Science with a defined major in
es in Library Technology, or equivalent training
perience. He is capable of work in support of
ssional librarians, under their supervision,
e expected to have sufficient knowledge to
out assigned duties. This may be illustrated,
xample, in instances such as the job description
14-11, the L.C., NSDA and N.Y.P.L. as well as
ams in Texas, Michigan and California.

ssion on salaries brought forth scales and state-
from many areas. However, the group felt

that no recommednations could be made at this time;
that a decision must be dependent upon local conditions.
Median salaries such as The Federal Civil Service,
could be used as examples.

EVALUATION

BY

O. HERBERT MCKENNEY

SESSION IV

I feel, (and she doesn't know this) that Mildred Borkowski) classified my feelings pretty well on a typewriter which makes a lot of mistakes. She said here that the LTA's were a "meddle level" type of personnel. I wanted to put a "u" in there and say quite frankly that I feel this morning, a "muddled" type of person. I stayed up until a little after two reading these reports - more than reading them - trying to digest them completely. Thinking, that I had done a fair job, I went to bed only to wake up this morning to find a four page report under my door. It must have been put there after two o'clock. Really, what can I say except that I know you have done a tremendous amount of work. I was like Dorothy, when I was jumping from group to group I was a little bit confused by your train of thought and your direction. This is probably true because when you jump from group to group you don't hear everything, you just hear a small portion of what is being said.

Now that I have looked over and digested these reports I feel that really you have done something outstanding. I go back to Mildred again, she wanted to commit suicide or something in Baltimore. I too, was about ready for that, until, at a certain point in the meeting we all exploded with righteous indignation-- and many of you were there to have started something, and I think we have accomplished a great deal in these sessions. Later I am going to make a recommendation and perhaps we will want to discuss it.

The reports are varied, to sa
I have tried to do is to anal
number of points. I pulled o
to set the mood, the points o
of all, I was impressed that
going in different direction
points of agreement that in t
will probably evolve into ou

The points (some of you may e
little differently than I do)
I'm going to go through them
tell you what conclusions eac
regard.

1. NAME I was pleasantly surpri
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Technical Assistant. Jack st
cause he was the recorder an
Library Technical Assistant,
parenthesis "Library Technic
because he has his folder al
Library Technician on it. Th
profession a strange thing -
in the library profession as
I started late in life and I
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librarian, head librarian, d
services, etc. We are start
with library technicians, bu
every single one of the thre
the term "Library Technical A

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The reports are varied, to say the least. What I have tried to do is to analyse them from a number of points. I pulled out first, in order to set the mood, the points of agreement. First of all, I was impressed that although we were all going in different directions there were many points of agreement that in the final analysis will probably evolve into our job description.

The points (some of you may evaluate them a little differently than I do) are significant. I'm going to go through them one at a time and tell you what conclusions each group made in each regard.

NAME I was pleasantly surprised that there was really no discension in the name - Library Technical Assistant. Jack stuck his oar in because he was the recorder and after the name Library Technical Assistant, he inserted in parenthesis "Library Technician". I can see why because he has his folder already printed with Library Technician on it. There is in the library profession a strange thing - and I haven't been in the library profession as long as some of you - I started late in life and I find this disagreement on the use of terms and names - chief librarian, head iibrarian, director of library services, etc. We are starting the same thing with library technicians, but I will agree that every single one of the three reporters recorded the term "Library Technical Assistant". There was

no discension in this particular area. This is, I believe significant.

2. THE LIBRARY TECHNICAL ASSISTANT AND THE PROFESSIONAL LIBRARIAN The second area of agreement was in the relationship of the Library Technical Assistant to the professional librarian. Group number one said "to follow the directions of the librarian in certain technical skills; work is performed under the supervision of the librarian in the organization." Group number two would not approve of the term "under the supervision." They did not like that terminology. They said that the Library Technical Assistant is "subject to supervision by a professional Librarian." Group number three said that the Library Technical Assistant is "capable of work in support of the librarian under her supervision." All are essentially in agreement. I think this is a basic thing that we recognize the relationship between these two positions.

3. AREAS OF RESPONSIBILITY Group number one said that the Library Technical Assistant's are "responsible for making routine descisions in applying established library policy, rules and instructions." They also said that the Library Technical Assistant has the ability to work with and guide the work of special personnel, and the ability to train lower level library supportive staff. Group two said that the Library Technical Assistant "may supervise other non-professional library staff." By this, I'm sure they mean both the clerical staff as well as other Library Technical Assistant's. "Library Technical Assistant's apply recognized methods and procedures in the performance of duties." Group three said that Library Technical Assistant's "can be expected to carry out assigned duties." I find many of these words very significant. Perhaps my interpretation of them would be a little bit different from yours. But there are certain words that I feel must be a part of this job description.

4. DUTIES Group one says that L
Assistant's "are involved in
operations of the basic funct
science such as acquisitions,
reference, and of the objecti
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areas under two headings: 1.
(a) Ordering, preparation &
(b) Simple cataloging and cl
2. Reader Services and unde
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Library Technical Assistant i
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Hopefully this is going to be
them. They go on to say, (an
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in a job description) that fo
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SERVICES 1411 series and othe
this. I don't think this woul
our job description, but it sh
that this group used.

5. EDUCATION Group one notes: "
Library Technical Assistants
word "formal" which later, the
"the completion of a formal tr
library technology." Group tw
in this way: "the Library Tec
will have completed a two-year
program which involves courses
ucation and library skills and
Group three: "the Library Tec
is the library worker who may
a program in library technolog



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4. DUTIES Group one says that Library Technical Assistant's "are involved in the technical operations of the basic functions of library science such as acquisitions, cataloguing and reference, and of the objectives and philosophies of library service. Group two lists the areas under two headings: 1. Technical Services
(a) Ordering, preparation & maintenance
(b) Simple cataloging and classification.
2. Reader services and under this they have five points - all the way from organizing, revising and maintaining library files on to the audo-visual equipment care, maintaining and operating. Group three said that the Library Technical Assistant is a library worker. I couldn't help but ask myself if they are all going to be that. I know some that are not. Hopefully this is going to be a challenge to them. They go on to say, (and I've been debating about this - I don't think it has a place in a job description) that for examples of job descriptions we should refer to the GOVERMENT SERVICES 1411 series and other series such as this. I don't think this would be a part of our job description, but it shows the reference that this group used.

. EDUCATION Group one notes: "Formally trained Library Technical Assistants - they use the word "formal" which later, they explain to mean "the completion of a formal training program in library technology." Group two spells it out in this way: "the Library Technical Assistants will have completed a two-year, post-secondary program which involves courses in general education and library skills and techniques." Group three: "the Library Technical Assistant is the library worker who may be graduated from a program in library technology usually in a two

year institution with an associate degree. Then the first group makes this statement (and they were the only group to do so) about on-the-job and in-service training at the employment location even though they had gone through this formal training. It is understood that training by the employing library remains an important factor. Completion of a formal program in a library technician program will not eliminate the need for on-the-job training. It may alter the amount and the character of the training required." It is the only reference in the three reports and I do think that it is an important consideration.

The reports themselves, obviously we will write. That is the understatement of the entire conference. I wish you could see the typewriter that (J. L. Gotlobe) Jack used - it must have been a terrible speller, but I was able to use the report without any question. I think the recorders did a magnificent job of interpretation. I really feel that if we had more time, and this is something that I hope you will discuss - if we had more time, would the reports have been a little more complete and would they have been formalized in a little different manner? I think that the recorder of group number one, (Virginia Sperl, I don't know how you did it) who slid her report under my door at two-thirty in the morning truly produced a materpiece. It is three full pages including the references that the group used.

6. SALARIES I had no idea what we would come up with in this category. After listening to Mr. Stinner's speech, I felt we could come up with something, but I had no idea what it would be. Group number one has given us four points concerning salaries. They have discussed fringe benefits, they have discussed consideration of prior training and experience, they have discussed the merit system, and they have even recommended, as points of reference the salary scale of the federal goverment for library technicians; the GOVERMENT SERVICES 1411 series. Group number two submits



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professional salary level.
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and we have made a very sign

What are we going to do with
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accept. I should like to re
of three be appointed by thi
matter in greater detail, ar
reports, draw forth a good j
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should exclude the group cha
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work on this and come up wit
that can be presented to COL
June and perhaps be accepted
COLT prenouncement. Quite f
and I really feel that now t
together because there are s
agreement.

Recommendation: We, as a wo
of three to study these thre
up with what we think is an
description and statement of

a very important statement and it is this: "Salary scales for positions in this category may begin below the maximum for the clerical level, and not to exceed two steps above the minimum for the professional salary level. I think this is a very good statement. The third group does not come forth with as much in this regard and the others based this action on a factor that we had discussed earlier - regional differences. The group refers us to the federal services series which group number one has mentioned. I do feel that perhaps this is the most difficult task of the conference and we have made a very significant start.

What are we going to do with these reports? I should like to make a recommendation, and then with the help of Mrs. Allen or Mrs. Johnson and others, we can come up with a statement that we all can accept. I should like to recommend that a committee of three be appointed by this group to study this matter in greater detail, and based on these reports, draw forth a good job description. I further recommend that committee of three (we should exclude the group chairmen - I think they are saturated right now as well as the recorders) work on this and come up with a good job description that can be presented to COLT at the meeting in June and perhaps be accepted by that body as a COLT prenouncement. Quite frankly, I studied these and I really feel that now they should be put together because there are so many areas of agreement.

Recommendation: We, as a workshop elect a committee of three to study these three reports and come up with what we think is an acceptable job description and statement of salary.

EDITOR'S NOTE

Mr. McKenney's recommendation was accepted by the workshop participants with one exception. It was changed to read:

"The members of the committee shall be appointed by the workshop chairman."

The following people accepted appointments:

Ruth Haytt
Madeline Trimby
O. Herbert McKenney, Chairman

This committee was then charged with sifting and interpreting the materials prepared in each of the group sessions.

The results of the committee's work will be presented to the full COLT membership at the June Conference in Palm Beach, Florida.

## BIOGRAPHICAL NOTES

MR. BERNARD C. STINNER

Mr. Stinner is the Personnel Director of the Call-Chronicle Newspapers, Inc. in Allentown, Pennsylvania. He received his Bachelor of Science degree with a major in Accounting from Lehigh University in 1955 and his Masters in Business Administration from Xavier University in 1964. He has also studied at Temple University. Mr. Stinner has had thirteen years industrial experience in personnel management and insurance management with various organizations in the Philadelphia area. Before accepting his present position he was an Assistant Professor of Accounting at the Northampton County Area Community College.

MR. JOSEPH A. ROSENTHAL

Mr. Rosenthal is Chief of Preparations of the New York Public Library. He graduated from Dickinson College in 1949 with a Bachelor of Arts degree in Political Science, and from Pennsylvania State University with a Master of Arts degree. He received his Masters in Library Science from the Columbia School of Library Service in 1957. Mr. Rosenthal has an impressive background in several areas of Librarianship. He has been Reference Assistant, Documents Librarian and Consultant to various research organizations. He has been on special recruiting assignments for the Library of Congress and for the New York Public Library. He is a member of Phi Beta Kappa, and Beta Phi MU. As an active participant in the affairs of the American Library Association Mr. Rosenthal has served as chairman of the Interdivisional Committee on Public Documents, and has made a significant contribution to his profession through his writings.

DR. SIDNEY FORMAN

An enumeration of Dr. Forman's
Professor, Librarian and autho
task. He is presently Professo
Librarian at Teachers College,
Before coming to Columbia Dr.
Archivist and Staff Historian
Academy and has written many a
history. Among other literary
two publications written in co
others: one is a computer prod
entitled English as a Second La
author is Virginia F. Allen; th
in Library Trends, April, 1967
which was written in collabora
Among Dr. Forman's many interes
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IOGRAPHICAL NOTES

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An enumeration of Dr. Forman's achievements as Professor, Librarian and author is a formidable task. He is presently Professor of Education and Librarian at Teachers College, Columbia University. Before coming to Columbia Dr. Forman, was Archivist and Staff Historian at the U.S. Military Academy and has written many articles on military history. Among other literary contributions are two publications written in collaboration with others: one is a computer produced bibliography entitled English as a Second Language whose co-author is Virginia F. Allen; the other, an article in Library Trends, April, 1967, on "Education", which was written in collaboration with Ruby Collins. Among Dr. Forman's many interests and activities is his committment to service on boards and committees of institutions with allied concerns. In pursuance of these interests, he is Library Consultant to the Corning Glass Works Foundation as well as adviser to the Ontario Institute for Studies in Education, Toronto Canada. He is a member of the Policy Committee on Documentation of the Civil Rights Movement, and the Conference Coordinator of the Design for Paperbacks Conference. Dr. Forman received his B.S.S. degree from the College of the City of New York; an M.A. from Columbia University, a Ph. D. from Columbia and an M.L.S. from the same institution. He is a native of New York.

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Mr. McKenney is Librarian at the Cape Cod Community College, Hyannis, Massachusetts. He has been a member of COLT since its inception and has lent his wisdom an knowledge to its concerns. He is presently Director of the Eastern Division of the Council.

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